CHILD STUDY

SEX EDUCATION

The Young Child

By Benjamin C. Gruenberg

The Adolescent Boy

By M. J. Exner

The Adolescent Girl

By Winifred Richmond

Published by

Child Study Association of America, Inc.

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The Sex Education of the Young Child

By Benjamin C. Gruenberg

A CHILD can get along for many years in complete ignorance of the facts of reproduction. He could not make use of such knowledge if he had it. Sooner or later, however, there are produced in him two kinds of effects that we should in a measure anticipate and direct.

Without learning facts and principles in a systematic or conscious way, he nevertheless acquires habits—as to eating and sleeping, as to emptying his bladder and bowels, as to fretting and playing. Along with his habits he acquires also numberless likes and dislikes, fears and curiosities, jealousies and prejudices. Whether we intend to have it so or not, many of these habits and many of these attitudes are bound to cluster about structures and processes related to sex reproduction, just as people acquire habits and attitudes often colored with deep feeling, in regard to dietary practices, or in regard to stepping on a crack, or in regard to the mystic properties of numbers.

There comes a time when the baby begins to explore what is nearest at hand including his fingers and toes, his knees and his nose. The parents are usually delighted with such manifestations of intelligence, and note progress when the child is able to know some of his organs by name; and when he can tell right and left hands aparts an epoch is marked. The only feelings associated with such learning are the joys of successful efforts. There is no discrimination against the ear or the knee, for example; no organ is disparaged as being lower than others.

In time, however, exceptions appear. One day the child becomes aware of the process of urination. The mother or the nurse begins at once to build up taboos. He is taught not only that it is for some mysterious reason wicked to see or to touch this organ but even the name is not to be spoken.

This is the most common introduction that the majority of children have to anatomy and physiology. The sense organs are obvious enough; food-taking is so familiar that it gets little attention; locomotion and the functions of the hand take care of themselves.

Now, it is utterly impossible to keep the normal child entirely or permanently shielded from the facts of sex and reproduction. He is bound to learn from what happens all around him, and he is bound to learn from things that happen within himself. The practical problem is one of so directing his habits and his attitudes that neither the knowledge which he acquires nor the ignorance which he retains can distort his spirit. In general, then, he should get his knowledge regarding those matters that have vital meaning for him from those in whom he can trust, from those for whom he has affection, from those who care what happens to him; and the surrounding gulf of ignorance should not be so treated as to exercise upon the child a fascination of which he must be ashamed. This means that he should learn as casually as may be from his daily contacts with his immediate associates in the home that fathers differ from mothers, sisters from brothers, that in general living things occur as males and females.

In the early learning stages the child's attitude toward his body and the functions of its various parts can be made objective if we treat each addition to his knowledge in a matter-of-fact way. It is a legitimate and as necessary for the child to have a name for the navel or the nipple as it is to have a name for the hair or the teeth; and this applies to all the other accessible parts of the body. When the child begins to ask questions about the functions or workings of the different parts the same principle is to be followed. It is true that such procedure will bring to the child a consider-

able amount of useless information, and perhaps of "explanations" that he cannot understand. The alternative, however, is a mystification that will inevitably drive him to sources of information which we cannot approve, to a vocabulary that is of necessity vulgar and ribald, and into an attitude in which sex occupies a degraded and debasing role.

Not only the names of organs and functions but also the more common human emotions need to be recognized and known by name. No one will perhaps argue that this part of a vocabulary is injurious. Many children fail, however, to get it either because the adults do not use the terms with discrimination or because the expression of these common emotions is frequently repressed during the child's early years. It is necessary both that the child express himself according to his moods and that he learn the names of these moods. The first is necessary so that we may the better understand what goes on in the child's spirit, how various situations affect him, how he reacts to the things that happen, in order that we may be of help to him in guiding his emotional development. He needs to know the names of these various states that he may speak of them intelligently and that he may know what is meant when we try to help him through our words.

Examples of essential words in the young child's equipment are the following:

Pertaining to parts of the body: Breast, nipples, navel, rectum, foreskin, penis, scrotum, testicle, vulva, vagina.

Pertaining to functions and conditions: Emptying bowels, emptying bladder, urinate, defecate, constipated, loose bowels, diarrhea, pregnant.

Pertaining to emotions, desires: Hunger, fear, anger, shame, jealousy, envy, disgust, excitement, depression, sullenness.

Generally speaking, intelligent parents agree that a child's proper questions should be answered without prejudice. More parents need to be urged to consider at least the avoiding of arbitrary distinction between proper questions and improper ones. From the child's point of view all questions are proper, even if they embarrass the adult. This embarrassment is not a part of the child's purpose: it comes either from the parent's unwillingness to acknowledge ignorance, or from the parent's unwillingness to admit knowledge. In either case, there is no fault in the child, there is no impropriety in the question. It is not necessary to tell the child all we know, but it is necessary to tell him all that he wants to know at a given moment.

"Where do babies come from?" "What is the navel for?" "Do rabbits lay eggs?" More and more parents are learning to answer many of these questions in a satisfactory way. They know that these questions are not in any sense sexual questions. Greater difficulty is met when the child begins to ask questions about the function of the father. If, up to this time, we have met the child by trying to tell him on each occasion all that the question meant to us, we shall probably have confused his mind. If, however, we have answered his questions in the barest literal way, we shall have given him an inadequate foundation for further growth of understanding. If, in either case, the child continues his confidences and still persists in asking, we shall have to go back and fill in the outline. It is not enough, for example, for the child to know that the baby comes from within the mother. He should learn before he is five or six years old that this is true of other living things also. He should know that the baby chick comes from within the mother—but before the egg has had time to hatch. He should know that every living thing starts out as a tiny egg within the body of the mother; that in some species the egg ripens into a baby outside the mother and in other species it ripens within the body of the mother. When the question then arises as to the function of the male he can be told in a matter-of-fact way that the male produces something similar to the egg, the sperm, but usually much smaller which has to join with the egg to make it fertile or capable of hatching. He can be told that in the lower plants and animals this takes place outside, usually in the water, since these lowest forms of living things generally live in the water; and that in the higher plants and animals the fertilizing takes place within the body of the mother; the father supplies the sperm.

Where the child's questions deal directly with functions of sex, the answers need have no emotional significance for him. Indeed, the outstanding advantage of acquainting children early in life with the facts of reproduction lies in these very circumstances, namely, that they can acquire an objective knowledge and be freed of compelling curiosities before their own emotional development complicates the learning process. It is here that the care of plants and living animals may serve

most casually to impart a familiarity with the essential factors in the life cycle.

It is a common mistake to think of sex education as consisting merely of the imparting of information concerning reproduction. On the one hand, information is but a small part of sex. There is needed, as has already been intimated, a direction of habits of daily living with respect to dealing with facts. There is needed, moreover, a direction of the child's feelings concerning values and desires, including attitudes toward his own person and the persons of others.

The child learns for the most part unconsciously something of the attitudes which those around him maintain toward one another and toward him. He is induced to adopt similar attitudes, or to revolt against them; he takes from his environment the prevailing scale of values and eventually makes it his own—or makes it over. We are constantly educating the young child regarding sex, as regarding everything else, quite as much by our unconscious gestures and silences as by anything we may say. It is therefore not sufficient to acquire a vocabulary of correct technical words with the hope of using it upon the child when the time comes. It is not sufficient to brush up on elementary biology and physiology. These things are needful, but beyond these and above them are needed a clearing up in our minds of what we consider worthy, and an adjustment on our own part that will enable us to meet the child's questions and needs, whether or not expressed in words, as they arise from day to day.

The Sex Education of the Adolescent Boy

By M. J. Exner

WITH the beginning of adolescence striking changes progressively appear in the boy's life. His body, but little differentiated from that of the girl, rapidly takes on the proportions and powers of the man. The intellect awakens to new visions, the growing reasoning faculties begin to subject the whole universe to whys and wherefores. There is a growing impulse to take the reins of life out of the hands of parents and teachers and into his own. The boy is yearning and grasping for the liberties and adventures of a self-governing being. This is also the period of most striking development of the emotional life, —that phase of the personality in which reside the creative forces, the springs of life. The emotions are often extremely unstable and emotional crises frequent.

Adolescence brings also an awakening to social consciousness. The self centered interests of the boy or the limited ones of his gang expand to wider social horizons and relations both among his own and the opposite sex. The boy is becoming a social being.

The essential force back of this marvelous development of the human personality is sex. Physiological researches have taught us that the "elixir of life" upon which the development and sustained balance of the personality depend is produced by the combined alchemy of a dozen little furnaces in the body known as the internal secretion glands, including the male and female sex glands. Upon these glands depends the growth of the physical, mental and temperamental qualities peculiar to each sex. Destroy the functioning of the sex glands before puberty and the individual becomes neither man nor woman but a neuter. The sex mechanism holds the key to the fullest and finest development of manhood and of womanhood. Sex is in that sense the essential creative force in the human individual.

While the sex education of the pre-adolescent boy is of primary importance because it takes place during the plastic years in which the foundations of character are chiefly laid, this problem is comparatively simple to intelligent and wise parents. The child is a self-centered little animal, unconscious of the forces at work within him. No imperious inner forces urge toward unwholesome or unsocial behavior in respect to sex. The problem is mainly one of preserving a wholesome, scientific, clean-minded, unemotional attitude toward sex and its relationships.

With the beginning of adolescence, new and powerful conscious factors and forces complicate the problem. Perhaps the most significant of these is the awakening of sex consciousness—the awareness of sex. That scrawny girl who in the eyes of the boy has been merely good to tease is now seen by him in a new light, with a new

interest. She becomes a creature to be desired, loved, served and defended. With this new awakening the whole horizon of life expands and becomes aglow with crimson and gold. A world of new and thrilling emotions surges within him, impelling him to romantic prowess and adventure. He experiences in varying degrees a psychic urge toward the opposite sex. It is the growth of sex attraction—of the love-life.

Increasingly through the adolescent years this psychic sex urge becomes reinforced by a natural physiologic urge brought about by the internal secretions of the sex glands. It is an urge toward physical sex expression. It must not be forgotten that because of the peculiar and subtle psychic elements which enter into the attraction of humans, they are the most highly sexed creatures in the world.

Consider now the fact that this being, impelled by powerful psychic and physiologic urges, is placed in a sex-saturated environment in which his inner impulses tend to be stimulated on every hand. The sex appeal pervades our literature, both good and bad. The sex appeal pervades the field of art. It is made the very heart of the drama. It is commercialized in our play and amusement. Even commerce finds in it the most paying advertising appeal.

With the development of adolescence a new curiosity manifests itself. It is a curiosity about sex experience. This is quite natural and it has its constructive uses. Nevertheless in it lie also powerful tendencies toward misdirection, precocious use and abuse. This curiosity is part and parcel of the broader natural urge to taste, to experience all life for himself as it comes. It is because of this curiosity on the part of adolescent boys as to what sex experiences really are that openly tolerated and flaunted prostitution is so dangerous. A few years ago, in a study of a prostitution district in a city, it was found that a very large proportion of males who visited the district were boys of 14 and 15 years of age. At this age the physiologic urge is not yet imperious. Obviously these boys were lured mainly by curiosity as to what was going on. The urge of curiosity more than anything else leads to early sex experimentation.

The growth of the adolescent boy is marked by the appearance of certain new physical phenomena, such, for example, as seminal emissions, which with appropriate and timely education are likely to be hailed with a thrill of pride by the boy because they are the signs of developing manhood, but which by the failure of such education tend to become the source of worry, fears, tensions and strains, sometimes to the point of suicide.

Taking together the several factors touched upon, it will be seen that the adolescent boy's problem of making a sound personal and social sex adjustment is one of considerable magnitude. It is folly to assume that we can safely leave him to stumble his way in the dark, unguided, or leave his education in these matters to the haphazard, sensualizing influences of the street. Sex education must become a normal integral feature of the whole educational scheme from the home to the university. I do not mean to imply that the factors which constitute the adolescent problem are all in themselves wholly evil. They present a situation which gives occasion for character development and the enlargement of life of the most important kind. But I do mean to say that the situation demands the most intelligent, most skilful, most sympathetic use of our best educational and environmental resources in order that the desired character may be achieved.

I can only touch upon some of the essential objectives to be held in view in our efforts to aid the boy in attaining a well rounded life, to which his sex nature shall make its fullest and richest contribution.

In the first place, the meaning and significance of his sex and the adolescent impulses and phenomena growing out of it must be interpreted to the boy in terms of human development, of character and social responsibility. The interpretation needs to be in such terms of dignity and worth as will help him toward a high evaluation of and deep respect for the whole subject. He needs to see and appreciate sex as a normal creative force within him with potentialities for great, rich living but also with equal capacities for the most complete degradation and disintegration of personality and of social decay, according as it is directed and used. And he needs to see with clearness, early, the paths by which these alternative goals are reached. The boy needs to be aided to visualize the ultimate rewards of present self-control and the ultimate results of present uncontrol. In other words, the first task of parent or teacher is so to interpret sex to the boy that he may in his early youth adjust it to a sound working philosophy of life.

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The Sex Education of the Adolescent Girl

By Winifred Richmond

THE sex education of the adolescent girl involves more than the giving of specific instruction. Knowledge is a dangerous thing in the hands of those unfitted to use it. Self-control and a sense of responsibility must go hand in hand with it.

The period of adolescence has its great dangers, both from the standpoint of the individual girl and from that of society. The awakening of the physical instinct of sex brings with it vague feelings of stress and tension, dreams and longings, the origin of which the girl does not understand. Sex curiosity is aroused, and she must know. In some way or other she gets information, too often by subterranean channels that leave an indelible stain upon her soul. Only a complete airing of the whole subject, a knowledge which seems to her complete, can satisfy the curiosity of the early teens.

There are, of course, certain definite facts concerning which the girl must be informed. First, there is the question of physiological maturity. Many girls are frightened or disturbed by the physical changes they discover in themselves, unless they have been told that these things will happen and are parts of the growing-up process. And certainly the girl should be told of the phenomena of menstruation long before its expected advent, to insure its not taking her unawares. If information on this subject is deferred, she will almost certainly hear about it from other girls—information often false and misleading—or she will be frightened, or reserved, or resentful, and so very difficult to meet halfway in the situation. Concerning the hygiene of menstruation, however, instruction may well wait until the function appears.

The adolescent girl needs sane and truthful explanation on the question of auto-erotism or masturbation. Great care should be taken to avoid placing too great emphasis upon this manifestation. Threats and punishments may seriously injure a sensitive child and are more likely to prolong than to "break" the habit.

Then there is that other danger to which adolescent girls are exposed, the danger of "homosexuality"—of the love life being thwarted in its development and the girl's chief interest being fixed upon other girls and women. School-girl friendships, chums and girlish intimacies are normal enough in themselves, and without these the girl would miss some of the chief delights of girlhood. But the adolescent "crush," especially when the love-object is an older woman who reciprocates, may be a dangerous affair. How far shall we instruct the girl in this matter? She needs enough knowledge to enable her to protect herself, and to avoid getting too wrapped up in her girl friends. We too often foster the "crush" or unwise friendship by discouraging the girl's association with boys and trying to keep her a "little girl" as long as possible. Some girls mature psychologically much earlier than others, their interests and emotional attitudes are more mature at fourteen than those of other girls at eighteen. And no matter how much we may regret a girl's early development, we do not help matters by attempting to hold it back by force.

Concerning the relations between the sexes, the girl has a right to expect help and guidance from us, and here we have a difficult and delicate task to perform. Most of us are still so cramped and repressed in our emotional life, so weighed down by inhibitions and taboos, that it is very hard for us to take a common-sense attitude toward sexual matters. We realize, too, that ideas and ideals are changing rapidly today, old standards breaking down and new ones being set up. What, then, shall we teach the girl about marriage, family relationships, motherhood, divorce? Inevitably each of us will teach our daughters what we ourselves believe and practice; but whatever our own predilections, we will probably all agree that we wish the girl to form no sexual relationships until she has reached maturity in age and judgment, and can weigh her own decisions in the light of real knowledge and understanding.

How to bring this about is no easy question. The girl of today is surrounded by so many things that stimulate her and focus her attention upon the sex side of life: books, movies, jazz, petting parties, even, in some quarters, the stimulation of alcohol. Whether instructed or not she is almost sure to have considerable knowledge of sex matters—knowledge which is almost always twisted and distorted, often sordid in the extreme. The first step is to teach her the truth, stripped of sentiment and made as simple as possible. Thus

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The Basis of Sex Education

MUCH has been written, in recent years, concerning sex education; whether it should be included in the training of the child, and if so, how, by whom and when it should take place. Today we are all fairly well in accord in our insistence on the child's right to the truth about sex, just as we feel he is entitled to the truth about other things. The when and where of the instruction are not quite so important, nor can we lay down very definite rules for it. In our eagerness to learn the technique and the details of instruction of what seems to many a rather difficult subject, we are in danger of losing sight of the solid fundamental principles out of which our teaching must come.

Are we, as parents and teachers, always confident that our own attitude toward life problems is well thought out and unwarped by prejudice or bias? Are we sufficiently "grown up" ourselves to discuss sex questions with our children in a free and healthy manner? No matter how thoroughly we have rehearsed our answers, there will shine through our words honesty or prudery, sincerity or sham, try as we may to appear natural or even casual.

Biological facts are easily taught and learned. Education in its wider sense must of course include some biology, but if it is really to fulfill its function, it must lay the basis for the child's understanding of life in its social and ethical aspects as well as its physical aspects. Education of this type is not acquired at a sitting, nor can it be given merely by answering a series of questions. It grows out of the daily contact between the child and his parents.

Problems of sex education take their place quite naturally with other problems of childhood education, and an understanding of the part of sex in life is bound up with understanding of all other aspects of child life. Mothers and fathers are finding that sex education is a part of all education and cannot be separated from it. The need for special programs on sex education is diminishing, therefore as study group work comes more and more to include sex education along with all other aspects of child life.

Books for Sex Instruction

"PLEASE tell me of a book to place in the hands of my child of twelve, to tell her all the facts of sex. I want a book not too childish, and yet simple, direct, and beautifully expressed."

The mother who asks for this—and she is one of many—is asking the impossible.

There is no short cut to a real understanding of the facts concerning sex. Wise parents, who wish their children to have a fine, clean attitude toward sex and the part it plays in life, will build up between themselves and their children a strong entente—an intimacy which begins in early childhood and results in an exchange of confidence in the many daily problems that concern them both. They will be ready always to answer and to interpret the child's questioning on many matters which he seeks to understand. Why, then, should the child be sent elsewhere to seek answers to questions concerning the origin of life—questions which are, in his own mind, not different from other questions, since they relate to the whole of life?

Many books have been written for this purpose. Of the best of those now available it may be said that in the hands of a child who has perfect freedom to talk with his parents they are of small value, since parents, when they talk at all about

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This Month's Contributors

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Child Study Activities

A Membership Opportunity

THE Child Study Association of America offers to readers of Child Study a National Membership at $10 a year. This entitles members in the New York City district to admission to all lectures and conferences, attendance at any study groups held at the headquarters of the Association, and to a year's subscription to Child Study, pamphlets, and booklists. To members outside of this metropolitan district who cannot avail themselves of these privileges, the Association includes in its National Membership, in addition to the other printed materials, one copy of "Concerning Parents" (published by the New Republic) and one copy of Guidance of Childhood and Youth: Readings in Child Study" (just published by the Macmillan Company).

Each national membership, by building up the financial background of the Association, contributes to the extension of this work which is helping all parents.

Subscription Membership, dues for which are two dollars a year, includes Child Study for one year and a choice of either the series of pamphlets "Studies in Child Training" or the various booklists.

Conference *of* Parental Leaders

AN important step in the development of methods in parental education was marked by the conference of the National Council on Parental Education at the Merrill - Palmer School in Detroit during the week of October 25th. Sixty-five different projects in child study and parental education were represented.

Discussion centered around content, methods, materials and personnel needed in the work of parental education. Projects now under way were presented for evaluation, and present and future needs were considered.

A comprehensive account of the conference will appear in the December issue of Child Study.

Concerning Parents

A CONFERENCE
and
Study Group Demonstration

November 30 - December 1, 1926

under the auspices of the
BALTIMORE DISTRICT
of the Child Study Association
and the
CHILD STUDY ASSOCIATION OF AMERICA

Among the speakers and subjects will be

The Difficulties of Normal Adolescence
DR. FRANKWOOD E. WILLIAMS

The Understanding Mother
DR. PATTY SMITH HILL

The Effect of Early Home Education
DR. FLORENCE BAMBERGER

The Unknown Child
HUGHES MEARNS

The Tendency of Mental Hygiene to Focus Around the Child
DR. WILLIAM A. WHITE

For program and further particulars write to Child Study Association of America, 509 W. 121 Street, New York City.

"Children" Welcomed

"CHILDREN," the new monthly magazine for parents, has been cordially greeted. This interest gives promise of a successful future. An imposing list of editors, consultants and advisers goes far to insure the soundness and authenticity of the varied material presented. Two numbers — October and November—have already appeared.

Each issue contains suggestions of practical value for parents on health care, dietary problems, play, books for children and books for parents. The articles are illustrated by drawings and photographs, which contribute much toward making the whole mazazine attractive and enjoyable.

A study program, prepared by the Child Study Association, appears in each issue. It is based on a leading article in the magazine, and is designed for use in study groups, women's clubs and parent-teacher associations. The "Books for Parents" department is conducted by the Bibliography Committee of the Child Study Association.

The Questions Children Ask

(Based on the Minutes of Child Study Groups)

References:

Benjamin C. Gruenberg, Parents and Sex Education, American Social Hygiene Association, 1923.

Cécile Pilpel, Answering Children's Questions: Sex Education. Child Study Association of America, 1925.

William Leland Stowell, Sex for Parents and Teachers. The Macmillan Company, 1925.

IN introducing the topic, the leader pointed out that while the answering of children's questions is an important part of sex education, it must always be remembered that it is only one part of the parents' responsibility. The sex training of the child extends beyond merely responding to his questions; it includes the establishing of a normal, wholesome background and attitude.

Children's questions concerning sex should be answered like any other questions—truthfully and without self-consciousness on the part of the parent. Mrs. Pilpel observes that because of our bringing up, our experiences and all the sordid things we know connected with the sex life, we are not at ease when we talk with children concerning sex. The intelligent child very quickly becomes aware that there is something not quite right about this particular subject, and because of this feeling his curiosity is unduly aroused. Parents, therefore, must try to free themselves from hampering attitudes of thought in regard to sex life, so that they may meet their children's questions in a fine and helpful way.

Dr. Gruenberg shows that the repression of curiosity, by discrediting or penalizing the child's question, whether it is "Where do babies come from?" or "What makes thunder?" often leads to estrangement between parent and child and to loss of confidence in the parent's wisdom or sincerity. The child may be permanently discouraged in his search for truth; and the further development of the sex nature obstructed, so that the child will be left with an infantile understanding and appreciation of sex not in keeping with adult character or conduct. Or he may find his own method of satisfying his curiosity, which may or may not be desirable.

Dr. Stowell points out that children, as they reach the age of puberty, become more self-conscious; as they get further along in adolescence the know-it-all stage takes possession of them. Older children, therefore, are likely to ask few questions unless they are on very familiar terms with mother and father. Parents who foresee this will give the child instruction of the right kind as he is growing up and thus avoid offering advice to a twelve or fourteen-year-old when it is six years too late.

Discussion

"How much need we tell the young child to fully answer his question?" was asked by one member. The child's question is not answered, it was felt, until his curiosity is satisfied and his mind set at rest. If he can be helped to answer the question for himself, so much the better. The child who has had the opportunity to plant seeds and watch their growth and to have animal pets which require thought and care will more easily understand facts concerning the origin of life.

A member told of a six-year-old child who, after much contact with pets and plants, did not seem to know that any of their functions applied to human reproduction.

It was pointed out that children really want to know about human babies. The reproductive functions of plants and animals may well serve as an introduction to the subject, and for purposes of illustration. But we must be sure that the child understands the connection between plants and animals and human beings and does not think of them as entirely separate from each other.

"What if the child is showing too great an interest in sex matters?" It was felt that this might indicate that something has gone wrong in the child's training. Perhaps the parent's very reticence in answering questions has brought about the special curiosity concerning sex. Or perhaps there has been some experience which is troubling the child. If this is the case, the parent should help the child unburden himself of his difficulty and should encourage him to form new interests and to express his sex interest through the care of pets and plants.

"What is to be done when the child talks too freely outside the family concerning sex matters?" Dr. Gruenberg states that there is no harm in frankness concerning sex matters when the child's statements are made to people who receive them with sympathy and understanding; that the child soon senses the attitude of strang-

ers and will not raise objectionable topics. Serious treatment of intimate matters will in most cases prevent the child from discussing them too freely with people outside.

"Should a child be told reverently concerning sex matters?" Bertrand Russell was quoted as saying in this connection in "Education and the Good Life" that often reverence means a special tone of voice from which the boy or girl infers that there is some peculiar quality about sex. It was felt that the information should be given in a straightforward, matter-of-fact way.

What to say when a child wants to know literally and exactly the part of the body from which the baby came caused much discussion. Such a question usually indicates that the child is too much concerned with details and his interest should be transferred to the activity and development of the baby itself. In answer to the question he may be told of the organs involved, with the correct scientific names. If he does not understand what these names mean it does not matter so long as he senses a willingness to explain. Older children can be shown pictures and diagrams, such as those in Stowell's "Sex for Parents and Teachers" and Cady and Cady's "The Way Life Begins."

The Adolescent Boy

(*Continued from Page 6*)

It is extremely important that such an interpretation shall result in an appreciation of the boy's sex impulses as normal and without reproach. The attitude toward sex as a thing ignoble and shameful which still prevails so largely among us is being constantly transferred to young people. They are made to feel that any stirring of sex within them is itself sin and a cause for self-reproach. The extent to which such a view leads to worries, fears and misdirected inner conflicts in young people is appalling. I am confident it is the greatest of all sources of the "inferiority complexes" which handicap the lives of so many young people. The education of the boy should lead to a deep, respectful appreciation of the constructive worth of the sex function and its impulses.

As a basis for understanding and appreciative comradeship between boy and girl the boy needs to understand not only his own development but also the corresponding development taking place in his girl companions. Each needs to have insight into the life and problems of the other.

Sex education of the adolescent boy should aim to stabilize the naturally unstable emotions and to minimize emotional crises. A sensible, progressive interpretation of the meaning of it all will of itself tend to accomplish this end. A sympathetic, understanding relationship between the boy and one or both parents is most helpful in this respect.

The most important objective in this education of the boy is to establish early in his life a high compelling ideal of life and to make clear the path which he must tread toward that ideal. In the face of strong natural impulses toward fullness of love experience with girls, our teaching must not be fuzzy. A standard of self-control, of sexual abstinence before marriage, must not be left to rest on accepted convention alone. If the boy cannot be made to see that this is the way to his own biggest satisfactions, to the richest, fullest life, our case with him rests on insecure ground. The boy needs to understand that love on high levels is a thing to be achieved only by painstaking culture, in which present self-restraint brings the largest ultimate rewards. He needs to see that sexual promiscuity is seriously disintegrating to the personality and destructive to the family and society. These considerations need fuller development than is possible in this brief article.

The adults who are to guide the boy need to be clear and full in their own thinking so that their teaching may be convincing. We may in some cases secure desired conduct by holding up conventional standards, but this does not necessarily build character. Conduct rests on sure ground only when it is the result of convinced personal choice because the boy sees it to be the way to his most cherished desires, to his biggest satisfactions.

The Adolescent Girl

(*Continued from Page 7*)

brought into the light of day, the sex act loses the glamour and the mystery with which adolescence is prone to surround it, and takes its proper place as a natural, normal function, neither to be despised and regretted nor to be placed upon too high a pinnacle of holiness.

The sex force cannot safely be repressed nor ignored. The education of the adolescent must be concerned, therefore, with the direction of sex energy into other channels where it may serve socially useful ends. We must, in the first place,

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give the girl a wide range of interests, see that she is kept busy with things she really enjoys, not just things we wish her to do; she must be encouraged to have a wide circle of friends, both boys and girls; she should have pets or small children upon whom to lavish love and attention; she should have sports and outdoor life and opportunities for healthy physical development.

But all this is not enough. Sex energy must find an outlet in creative effort. Normally it is expended in woman in the bearing and rearing of children. Under modern economic conditions this normal function is often long deferred or unfulfilled. Our industrial civilization has taken out of the home many of those processes which afforded to the girls of our grandmother's day opportunities for creative experience in household arts. To help every girl find herself in creative work, express herself through some vocation or avocation in which she can take pride and joy, is the ideal we must hold before us in sex education—in all education—no matter how far off its fulfillment may seem.

When we come to practical questions of training for marriage and motherhood, we encounter many difficulties. At the time when such training is usually given, in the early teens, the average girl is only superficially interested. But buried far out of sight and ignored as it may be, in every normal girl the maternal urge is there. Maternity, not mating alone, is her supreme achievement. To give the girl a normal attitude toward motherhood, to acquaint her with the physical facts as they concern herself and the child, to give her an understanding of the psychological significance of infancy and the transcendent importance of the mother in the child's life, is, perhaps, the most important task her education has to perform.

A California Conference

UNDER the leadership of Dr. Miriam Van Waters, and with the cooperation of several organizations, a Conference on Parental Education will be held in Los Angeles on December 15, 16 and 17. The following have already accepted invitations to be present: Dr. Bird T. Baldwin, Mrs. William F. Dummer, Mrs. Howard S. Gans, Dr. Ernest R. Groves, Dr. Nellie Perkins, Miss Edna Noble White and Dr. Frankwood E. Williams.

Among the subjects to be considered in round-table conferences will be the nursery school, the juvenile court, health, rural organizations and correspondence material.

BOOK REVIEWS

For Maturing Youths

Hygiene of Sex. By Max von Gruber, M.D. (Translated from the German). Williams & Wilkins Co., Baltimore, 1926. 169 pages. $1.50.

DR. VON GRUBER has steered a marvelously straight course between the Scylla of over-technicality of the scientist and the Charybdis of sentimentality of the moralist. He has produced a most refreshingly straightforward book, which deals with the subject thoroughly, yet with delicacy, has a good approach and fundamental scientific exactness, and is yet not too difficult for the general reader.

The book was written primarily, as stated in the preface, for "those youths who are maturing into manhood." For this reason the author introduces the discussion with an atmosphere of seriousness, developing a feeling of awe for the generative substances as "inexhaustible sources of new life, maintained undying by the reproductive processes despite the vicissitudes of the perishable individual." This idea of reverence is, however, only suggested in the preface, and is not stressed too heavily, so that the actual facts of procreation are dealt with in a quiet and unemotional manner. The subjects of masturbation, chastity and sexual excess are discussed in a simple commonplace way, without shirking issues on the one hand, or over-emphasizing on the other.

The book is not intended for the very young, but for those whose sexual instinct is already aroused, and who wish to gain a correct understanding of the problems of sex and sexual life. Undoubtedly such youths will obtain much help from it. At the same time, many persons sexually mature might read it with profit. E. M. O.

A Source Book in Child Study

Guidance of Childhood and Youth. Readings in Child Study. Compiled by the Child Study Association of America. Edited by Benjamin C. Gruenberg. Macmillan Company, 1926. 324 pages. $1.50.

THOSE studying children and youth—and who in this modern age is not—will read this book with an increasing enthusiasm as they turn the pages. Here in compact form are selections from a wide range of books and articles covering the more important aspects of child development and guidance. The worker in the field will find many of his favorite passages that previously were scattered through a literature that literally has no bounds, together with many new and apt passages of the existence of which he was unaware. The parent, both in study class and out, enters into a realm previously closed to him in large part by the very wealth of material available and finds pertinent statements from the best modern authorities covering both the immediately practical and the fundamental problems of child life. Nor should one confuse this book with the "popular" treatments of the subject matter so abundant. It is scholarly, dignified, and sound in content, in presentation, in make-up, and printing.

One of the major problems of the compiler of a source book is the unification of material taken from authors of

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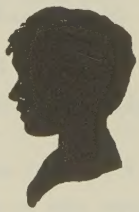

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FIFTEENTH SEASON

Book Reviews

(*Continued from Page* 13)

widely varying styles and modes of presentation. This is solved in large part by inserting a phrase in black face type at the beginning of each paragraph which summarizes the content of the paragraph and gives the reader the logical skeleton upon which the compilation was framed, a procedure of great value to reader and student.

If any criticism were to be offered it would concern itself with the section on the social environment of the child, in which we find relatively little dealing specifically with home and family relationships, possibly because there are few passages available in the literature which treat these questions in a constructive way, a defect in which the book but mirrors the present state of our knowledge. But both implicitly and explicitly in passages dealing with other aspects of child life throughout the book there is much that bears on this field.

To express the desire for a wide sale of the book is to express a desire for the fulfilling of the purpose of the parental education movement—understanding and intelligent guidance of the child. JOHN E. ANDERSON.

Books for Sex Instruction

(*Continued from Page* 8)

these matters, give more and better information than any book can give. In the hands of a child who feels no such freedom, may not the reading of such a book tend to widen still further the separation between child and parent?

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Books do have, however, a proper place in sex education. To give their children adequate and correct biological information and an understanding of the meaning of sex in life, parents must themselves be well informed of the newest thought and the best scientific findings of modern times. They must, furthermore, have insight and understanding of their own problems and attitudes concerning the sex life. There are available a number of good books to which parents may turn for the knowledge they need—books of biology, of the psychology of sex, and of social problems related to the sexual life. A list of such books which parents may find helpful in this respect is here suggested.

BOOKS FOR SEX INSTRUCTION

Guidance of Childhood and Youth: Readings in Child Study. By Benjamin C. Gruenberg. Compiled by the Child Study Association of America; Macmillan, 1926. Chap. 22, "Sex Education."

Citations from the writings of authorities, covering various aspects of the subject.

Sex Education. By Maurice A. Bigelow. Macmillan, 1919.

Covers the problems and discusses the criticisms of sex education.

The Psychology of Marriage. By Walter M. Gallichan. Stokes, 1918.

A scientific, but most sympathetic discussion of marriage, showing that the way to safety, sanity and well-being is in a knowledge of the laws of nature.

Parents and Sex Education. By Benjamin C. Gruenberg. American Social Hygiene Assn., 1923.

For parents and children under school age. Deals with the young child's need for guidance in matters of sex; the building of habits, knowledge, attitudes and ideals.

The Sexual Life of the Child. By Albert Moll. Macmillan, 1912.

Study of the origin and development, in childhood and youth, of the acts and feelings due to sex.

The Adolescent Girl. By Winifred Richmond. Macmillan, 1925.

A wholesome survey of this period of a girl's life.

How Life Begins. By Cady and Cady. American Social Hygiene Assn., 1917.

A simple exposition of the subject which could be understood by the young adolescent. The approach leads through plant and animal life to human reproduction. The book is beautifully illustrated.

Pamphlets

Answering Children's Questions: Sex Education. By Cécile Pilpel. (Studies in Child Training, Series I, No. 9). Child Study Association of America, 1925.

Sex Education in Children. By Jessie Taft. Mental Hygiene Bulletin, Nov. 1925.

The Parents' Part. By U. S. Public Health Service. Treasury Dept., Washington, D. C., 1919.

Child Study for November will have for its subject "Recreation in the Life of the Child," and will have articles on movies, books and holiday recreation. A list of the season's best books will be included as a supplement.

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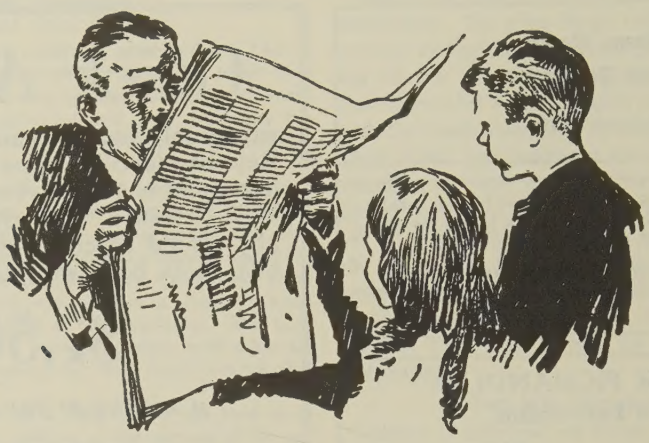

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